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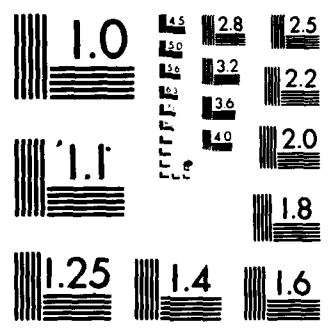
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The Effects of Mass Media Advertising on U.S. Army Recruiting

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A thesis submitted to the University of Florida in partial fulfillment of the requirements for the degree of Master of Arts in Journalism and Communications

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CONFIDENTIAL A large portion of the sample was motivated enough by Army advertisements to seek further information about the Army, and an even larger portion was directly motivated to enlist. Also, the Army appeared to have a good corporate image among new recruits.

It was concluded the the FY 81 advertising program was successful, but further research was required to determine the wide range of effects of Army advertising.

THE EFFECTS OF MASS MEDIA ADVERTISING  
ON UNITED STATES ARMY RECRUITING

BY

ROBERT N. MIRELSON

A THESIS PRESENTED TO THE GRADUATE COUNCIL  
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PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN  
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1982



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This thesis is dedicated to my parents who have always supported my efforts with understanding.

It is also dedicated to Army personnel of all components who have been willing to make personal commitments and sacrifices which have been, all too often, ignored.

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THE EFFECTS OF MASS MEDIA ADVERTISING  
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By

Robert N. Mirelson

May 1982

Chairman: John S. Detweiler  
Major Department: Communication


The purpose of this study was the evaluation of the United States Army advertising program for fiscal year 1981 (FY 81). A sample of 300 Army recruits was utilized to determine what attitudes the individuals possessed and if they were affected by mass media messages.

In the sample studied, the proper audience was targeted and recruited. Somewhere in the recruitment process, prospects received satisfaction that their wants and needs would be fulfilled by enlisting in the Army.

A large portion of the sample was motivated enough by Army advertisements to seek further information about the Army, and an even larger portion was directly motivated to

enlist. Also, the Army appeared to have a good corporate image among new recruits.

It was concluded that the FY 81 advertising program was successful, but further research was required to determine the wide range of effects of Army advertising.

  
Chairman

## CHAPTER ONE BACKGROUND

### Purpose of the Study

The major purpose of this study was the evaluation of the United States Army advertising program for FY 81. The study attempted to determine what attitudes were held by recruits and if they were affected by mass media messages. By comparing responses and stated advertising goals, the effectiveness of the program was evaluated.

In addition, this study attempted to determine why recruits joined the Army and what influenced their decisions to enlist. This was a military project intended to be presented to primarily a military audience to aid the evaluation of the Army advertising program.

### Introduction

In 1973, the armed forces draft was abolished, and an all-volunteer force was created. The suspension of a draft-guaranteed manpower flow created the need for the armed forces to begin heavy recruiting campaigns to entice volunteers into the various services.

The Army, the largest service in terms of personnel, stepped up recruiting and has been spending millions of dollars per year on the effort since 1973.

When thinking in terms of advertising and public relations, the Department of the Army is best pictured as a large corporation. The Office of the Chief of Public Affairs (OCPA), which handles all media relations, may be pictured as a corporate public relations and advertising office. The United States Army Recruiting Command (USAREC), which handles all recruiting advertising, may be considered as the Army's in-house advertising office. Both of these Army departments were given the responsibility of improving the Army's public image and of enhancing Army recruiting efforts through the use of mass media advertising.

Like most large corporations, the Army hired an advertising agency to handle the account. USAREC is the direct point of contact and budget agency for the Army's advertising agency, N.W. Ayer.

The total recruiting budget allocated for Fiscal Year (FY) 81 was \$53.9 million. The advertising budget for FY 81 was \$37.5 million. Both of these amounts were significantly increased for FY 82 (Simon, 1981).

The FY 81 Army advertising objectives (U.S. DA Advertising and Recruiting Program (USDAARP) 1981, p. 5) were:

1. Sell first term enlistments
2. Show prospects that their wants and needs can be satisfied by the Army
3. Create motivation to seek more information about the Army
4. Obtain the understanding and support of the public (to include recruits) and the active assistance of influencers

The problems facing the Army advertising program were by no means unique and many conventional methods were available to test effectiveness. Research methods have become more sophisticated and the Army has begun to employ information gathering methods employed by the civilian advertising industry. The purpose of this study was to determine if the FY 81 goals were accomplished.

Due to various budget and management programs, the Army has been overly dependent on advertising to create the incentive to enlist. There has been little chance for personal contact by recruiters with the target audience in the numbers required to meet yearly recruiting goals. In the Army's case, advertising has been the best method available to reach a major proportion of the target audience.

Manpower and budget restrictions limit the amount of Army personnel involved in recruiting. This, in turn, limits

the amount of personal contact recruiters have with potential enlistees during the fiscal year. Advertising has been used to present enlistment incentives to the target audience, and to replace most personal contact. The advertising has been used to reach as large a portion of the audience as possible within the specified recruiting time frame.

#### Research Questions

The research questions of this study were:

1. Did Army advertising for FY 81 meet the objective of selling first term enlistments to the target audience?
2. Did recruits recall seeing or hearing Army advertisements--and, if so, where did they see or hear them?
3. What were the major influences that lead individuals to enlist in the Army?
4. What were recruits' attitudes toward the Army?
5. How did recruits feel about specific Army advertisements?

#### Review of Related Literature

Gauging the effectiveness of an advertising program or campaign has long been a controversial area of research. There appears to be two basic schools of thought on how to measure the effectiveness of a program. Both schools of thought base the evaluation on the objective of the advertising program. Objectives provide criteria for decision making, and are used to evaluate results of a program at its conclusion.



The first method of evaluating a program is based on sales (behavior) as an objective. Objectives are usually developed by deciding what ultimate behavior of the audience member is to be influenced. The second method is based on communication functions and establishing a specific communication task, for advertising for a specifically defined audience, in a given period of time. Both approaches will be discussed and evaluated.

#### Sales as an Objective

The first method of evaluating an advertising program is based on sales as an objective. Since the ultimate aim of most advertising is to influence the behavior of the target audience member, sales provides a readily measurable statistic to evaluate the results of an advertising campaign. It is an enticing and convenient method of evaluation, but may lead to an inaccurate evaluation of a program. Advertising is only one of many factors influencing sales, and the contributory role of advertising often occurs primarily over the long run (Aaker, 1975, p. 87).

If the Army FY 81 advertising program was evaluated solely using sales as a criterion, then the program would be judged by how many individuals enlisted during FY 81 against a pre-determined goal. If this was done, little consideration would have been given to such factors as competitive

advertising by other services, the national employment picture, number of individuals available in desired age groups, salary structures and other relevant factors. It is difficult to isolate the exact effects of advertising, so other factors should also be considered when making an evaluation (Dunn, 1978).

Advertising usually has a long-term effect on sales. The impact of a program may not be felt until a considerable length of time has passed. The Army's program is based on a yearly timetable (fiscal year) which ends on September 30. The statistical impact of the current campaign may not be felt until the next fiscal year, or the effects of past campaigns may be providing the behavioral stimulus for enlistments during the current fiscal year.

Advertising objectives that emphasize sales are usually not very operational because they provide little practical guidance for managers (Aaker, 1975). Overall sales data (in the Army's case, enlistment data) do not tell very much about attitudes, motivations and behaviors of recruits.

#### Evaluation by the use of Communication Objectives

The second method of evaluating an advertising program is more complicated and relies heavily on the use of communication theory and statistical methodology. This method is employed to evaluate a wider range of objectives and to

measure the effects of other factors and intervening variables. The effectiveness of the advertising campaign is measured by the functions of the objectives of the campaign.

When planning an advertising campaign, the ultimate objective(s) or ultimate desired behavior should first be determined. The action or behavior that is to be influenced should be pre-determined during the planning stage (Herpel, 1972).

In the Army's case, this was accomplished and four objectives were established (USDAARP, 1981, p. 5). The first objective was primarily a sales objective, while the others were concerned with behavior as well as attitude. All of the objectives were realistic, measurable and complementary.

When evaluating advertising, the communication and decision process should be analyzed. Variables should be evaluated that exist between the stimulus (advertising) and the ultimate desired behavior response (enlistment in the Army). The decision to do something (behavior), whether it be to buy a product or enlist in the Army, is usually made at the end of a learning process. During that learning process, the audience member has been made aware of the product (or inducement), has developed some sort of attitude toward it, and then makes the decision to try the product. Advertisers should be aware of the learning process and the decision

making process to determine where critical intervening variables exist and how to influence them to lead to desired behavior (Aaker, 1975; Dunn, 1978).

Evaluation by communication's goals has been attempted in many studies, and has often gathered data from many areas. The effects of advertising on sales were gauged, attitude changes were determined, and changes in behavior have been recorded.

Evaluating advertising effects may be accomplished by reviewing the initial goals of the communication program. If the goals were defined as specific communication tasks, to be accomplished among a defined audience, in a given period of time, then awareness, sales, comprehension, conviction and action could be measured.

Many researchers appear to agree on the use of basic tools to conduct communication research. They tend to utilize attitude scales and apply quantitative values to responses obtained from test subjects to measure direction and intensity of attitude (Stamm, 1977). Advertising researchers stress the necessity of measuring awareness, knowledge, likes, preference, conviction or actions of respondents. The variables measured are determined by campaign objectives and defined communications goals (Aaker, 1975). Scales are often used to determine attitudes. The use of scales has

been determined to be one of the most effective attitude revealing devices (Grunig, 1977). Once quantitative values were obtained, data were then analyzed by statistical methods.

Reliable categorical scales have been developed over the years to obtain and quantify data, and are easily applied to most studies (Kerlinger, 1979). Scaling techniques are available, such as the Semantic Differential, for quantification of results. They have also been used to determine intensity and direction of attitude (Simon, 1980). Copy testing techniques have been developed and have proven to be reliable. Variations have been developed, such as the "Five Second Exposure" method, to gauge emotional reactions of individuals to advertisements (Grass, 1977; Littlefield, 1970).

So, once the need for research is established, the learning and decision process identified and research tools are made available, evaluation of an advertising program may begin. Several models for evaluation by communication goals exist, and often form the basis of research projects.

#### DAGMAR

In 1961, Russell H. Colley wrote a book called Defining Advertising Goals Measured Advertising Results. His model, called DAGMAR, has become the basis for setting advertising

objectives and evaluating advertising performance by the use of communications tasks (Aaker, 1975).

The DAGMAR approach placed great emphasis on defining an advertising goal as a specific communication task, to be accomplished among a defined audience, in a given period of time. DAGMAR emphasizes communication rather than marketing (sales) objectives.

DAGMAR has been labeled a "hierarchy-of-effects" model. The basic model consists of a sequence of stages or mental levels which the audience member passes through while exposed to a communication (Palda, 1966). Within the DAGMAR model it is suggested that the audience member (receiver) must go through several steps before a brand, idea or object is accepted. The receiver begins basically unaware of the object of the communication. Then the receiver passes through the mental stages of awareness, comprehension, conviction and action. The receiver must become aware of the message, understand the message, form an attitude about the message, and then take some overt action for the cycle to work.

Other hierarchy models have been created and have been related to attitude. Lavidge and Steiner developed a six stage scale: awareness, knowledge, liking, preference, conviction and purchase. They divided the hierarchy into three components corresponding to a concept of an attitude system.

The first stage, consisting of awareness and knowledge levels, is comparable to the cognitive or knowledge component of attitude. The liking and preference levels are comparable to the affective component of an attitude (like or dislike aspect). The remaining attitude component is the conative one, the action or motivational element. It is represented by the conviction and purchase levels (Aaker, 1975, p. 103).

There are five basic steps to the DAGMAR approach for establishing and measuring goals:

- Measurable: Specific goals should be defined and a measurement procedure should be described.
- Benchmark: Know the starting conditions so an optimal goal may be set.
- Target: Specifically define the target audience and, if applicable, specific groups within the audience (i.e.: the target audience may be 17 to 21-year-old men with a particular emphasis on 18-year-old men).
- Time Period: A particular time period should be established.
- Written: Goals, and the entire plan, should be written.

Implementation of a DAGMAR-based plan is not often easy as few strict guidelines exist for its use. Implementation may be expedited by a working knowledge of the organization and the goals of the advertising program. One approach is often called the 6-M method (Aaker, 1975). It calls for the analysis of the product, markets desired to be entered, motives of the advertiser, messages to be presented, media to

be used to display the messages and what measurements will be utilized to gauge effectiveness.

DAGMAR has been applied successfully in several cases to create and measure specific tasks and goals (Colley, 1961, p. 73 & 83), and as a guideline for evaluation it has provided a basic tool for planning and evaluation of campaigns, it provides guidance, but not severe restrictions, and it provides a vehicle to incorporate mass communication, attitude and behavioral theory into advertising programs.

The DAGMAR model has created controversy among advertisers and researchers. There have been six different challenges to the model (Aaker, 1975). The first challenge comes from individuals who believe sales is the only relevant measure.

Others feel that the difficulties that exist in implementing DAGMAR defeat its practicability. They feel the DAGMAR approach is too broad. The third challenge is measurement. What to measure is the question. Sufficiently defining such terms as awareness, attitude and comprehension has caused conceptual problems with some researchers. The basic task of a fourth challenge has been called "noise in the system." This consists of casual and uncontrollable factors other than advertising that effect sales. Controlling these variables is nearly impossible and weighing their effects is difficult.



Some planners consider DAGMAR to be inhibitive to creative thought. They consider DAGMAR to be too planned and rational for a field that must be creative to be successful. The final challenge disagrees with the hierarchy-of-effects model. It suggests there is often no hierarchy-of-effects model working, as in the case of impulse buying.

#### DAGMAR MOD II

DAGMAR MOD II was developed to improve on the original model. It is built on the basis of DAGMAR, but it is a more refined tool. MOD II is not as rigid as DAGMAR. It is not associated with a particular hierarchy-of-effects model, but is versatile enough to establish a model to apply to a particular situation. MOD II also emphasizes more analytical models which are more precise and capable of empirically based analysis.

MOD II has been modified and used successfully by the Leo Burnett advertising agency in its Continuous Advertising Planning Program and by the General Motors Corporation (Aaker, 1975, pp. 119-120). Each company created its own specific hierarchy for its own specific needs and goals.

#### Research: Two Examples

There have been numerous and extensive studies made in the areas of attitude and advertising research. Many studies

were reviewed during preparation of the research plan for this study, and many research techniques were identified.

Two long-term studies were found that approached attitude and advertising research by different routes. The first study was conducted by the Department of Defense, and the second is an on-going program of the DuPont Company.

The Department of Defense (DoD) conducted a three fiscal year (1977-80) advertising awareness project for military advertising (USDAARP, 1981, p. 126). The study was conducted to test overall awareness of the primary area target audience (age 17-24) of military advertising. The results basically determined that the more military advertising appearing in/on the mass media, the higher the awareness of the target audience of the advertising. This resulted in a "sales as the objective" attitude among military advertisers, and other communications goals were neglected (Simon, 1981). It was determined that the more advertising dollars that were spent, the higher awareness would be among members of the target audience.

Respondents in the DoD study were asked to recall significant influences from the advertising. A drawback of the study was that little was done to establish what the goals of the advertising programs were, and contents of the advertisements were not considered. The study also revealed that

recruits often remembered parts of the advertising message which had little influence on their personal reasons for enlisting.

In the DoD study, one factor, awareness, was used to evaluate a three-year program. The results achieved were narrow, and were virtually useless in determining effectiveness in areas other than awareness. The results left program planners very little to work with. The study did not follow any of the DAGMAR principles and gained only narrow results.

Major corporations realized the importance of public opinion, attitude research and corporate image long before government agencies became aware of the need for monitoring programs.

Corporate image is important and should be taken into consideration when planning an advertising program. The Army's corporate image is reflected in its advertising, and public opinion can certainly influence recruiting as it did in the post-Vietnam era.

Since the 1930's, the DuPont Company has been developing methods to measure the effectiveness of its corporate advertising (Grass, 1977). The company has established definite and measurable objectives and goals, and monitors all facets of the program. A program based on the basic DAGMAR model was utilized.

Copy testing and message analysis techniques were utilized, attitude surveys were employed and corporate image surveys were established to monitor the DuPont corporate program. The company has used corporate image surveys as a barometer of its standing with the public. DuPont has used its advertising program to enhance its corporate image with employees and the public, as well as to market its products. Sales is a major DuPont advertising objective, but not the only objective.

DuPont used selected panels of individuals to expose to its advertising for copy testing purposes. Questions were asked after exposure about the content of the advertisements. Corporate image and attitude changes were studied by employing standard research techniques.

Groups of individuals were surveyed about their opinions about DuPont without being exposed to corporate advertisements. Other groups received various levels of exposure to advertisements and were then surveyed.

Research has shown that groups receiving little exposure to DuPont advertising generally gradually declined in favorable attitude toward the company. The group receiving long-term high television and print levels of exposure to DuPont showed significant shifts in favorable attitude toward the company. Further analysis showed that individuals with

proven exposure exhibited an overall shift in the favorable direction and especially significant shifts in areas addressed by their advertising campaigns (Grass, 1977, p. 45).

The results obtained by DuPont reflected the popular belief that long-term and extended exposure to advertising may affect specifically targeted audiences (Herpel, 1972).

In summary, the Department of Defense and DuPont approached advertising research from two different angles. The DoD approach was narrow, not based on overall objectives of programs, and judged for effectiveness by a "sales generated" approach. The DuPont company planned its research based on the various objectives of its overall program. The information generated by DuPont's approach provided future programs. DuPont used sound attitude/image research tools and concluded that attitudes can be changed and influenced by advertising (Grass, 1977, p. 47).

#### Summary

Realistic and clearly defined objectives can provide criteria for decision making and serve as tools of communication. The objectives may also be used to evaluate the performance of a particular campaign.

Sales generally do not provide the means for effective evaluation because advertising is only one of many factors affecting sales, and the impact of advertising may occur in

the long run. Sales may be affected by previous campaigns or other intervening variables which have not been considered.

To create effective objectives, it is necessary to determine what behavioral decisions the advertising is to affect or influence and to understand the decision process. Intervening variables must be considered and identified before they can be influenced.

A plan, based on the basic DAGMAR model, modified to fit a particular situation, and utilizing modern research tools, can be created to effectively evaluate a program.

In this study, the goals of the Army FY 81 advertising program were evaluated. A combination of the behavior (sales) method and evaluation by the communications objectives method was used. Although it may be unwise just to use only sales to evaluate a program, sales (behavior) statistics should not be ignored. When intervening variables are reviewed along with sales, a broader evaluation may be accomplished.

Past research indicated that target audience attitudes and beliefs constantly change or shift (Dunn, 1978). The changes may be subtle or monumental, but all changes should be monitored by the advertising planner and objectives adjusted accordingly (Aaker, 1975; Lucas, 1965).

Standard research tools and methodology, as described above, were used in this study to determine recruit attitudes about the Army and Army advertising and to determine what were the primary influences on recruit decisions to enlist.

A research plan, designed to evaluate the measurable objectives of the Army advertising program, was created. The plan measured sales and the effectiveness of communication objectives. The importance of wide ranging corporate research cannot be overemphasized to insure an effective advertising and communications program.

## CHAPTER TWO METHODOLOGY

### Definitions

Since this study was conducted as a military project, military terms are often used which may be confusing. The following terms are defined to add clarity:

1. Army advertising: paid Army advertising on radio, television and billboards; paid advertising appearing in newspapers and magazines.
2. Recruit: man or woman, 17 to 24 years old, who has not previously served in the Army.
3. Non-prior service: individual that has not previously served in the Army.
4. Combat Arms Branch: infantry, armor and artillery; only men serve in this branch of the Army.
5. Combat Support Branch: engineers, military police and aviation; men and women serve in this branch.
6. Combat Service Support: transportation, supply, medical and administration; men and women serve in this branch.



7. Army Public Affairs: equivalent to a civilian Public Relations/Advertising office or agency.

Sample

A quota sample of recruits rather than a random sample was used to insure adequate representation of the three basic Army branches, accessibility to the recruits and to allow for timely completion of the research.

Quota sampling was also utilized to insure that individuals met the research criteria of being non-prior service and in the 17 to 24 age bracket. The age range was pre-determined because the age spread represented the primary non-prior service target audience of Army advertising (17 to 21), and the pre-professional target audience (22 to 24).

For this study, a sample size of 300 individuals was selected. The sample size provided a large enough group to permit cross-tabulations and an adequate distribution of responses to make comparisons. The sample size was sufficient for statistical evaluation.

The amount of men and women selected to participate was predetermined, as was the number of individuals selected to participate from each of the three basic Army branches. Two hundred men and 100 women were selected from Fort Jackson, S.C. and Fort Benning, Ga. Both Army posts are induction and basic training centers and had adequate numbers of

individuals present who met the research criteria. The ratio of men to women was predetermined and quota sampling was used to obtain the desired ratio. Although during FY 81, approximately one recruit out of five was female, a larger proportion of women was utilized in the sample to obtain a larger amount of female responses to the research questionnaire and to permit a larger data base for creating generalizations about female recruits.

The proportions of recruits from the three Army branches was also predetermined. One hundred men were selected from Combat Arms recruits at Fort Benning. Only males are allowed in the Combat Arms Branch. Approximately one soldier out of three joins the Combat Arms Branch, so the ratio of Combat Arms recruits to non-combat arms recruits in this study corresponds with the all-Army average.

One hundred men and 100 women were selected from Combat Support and Combat Service Support recruits to complete the sample.

A smaller sample (100 men; 50 women) was utilized for the copy testing portion of the study. This group was drawn by quota from the original sample. It consisted of the first 50 men from the Combat Arms branch; the first 50 men from the Combat Support/Combat Service Support branches; and the first 50 women from the Combat Support/Combat Service Support

branches. The proportion of men to women, combat to non-combat branches remained the same in both samples.

#### Attitude and Opinion Objects

Selection of attitude and opinion objects was done after consultation with Army recruiters, ROTC students, recruits, students and members of USAREC.

The needs, concerns, interests and desires of individuals age 17 to 24 was discussed in depth. Basically, the interviews revealed that the individuals of that age group would be making their first large and personal life decision. Entering a job market and being out in the business world are major steps of independence. The stimuli, such as career goals, salary, security and family ties, affecting this first large decision were selected as the basis for the construction of the research questionnaire.

#### Questionnaire Design

The questionnaire was designed to parallel procedures suggested by several researchers and investigators (Aaker, 1975; Grass, 1977; Kerlinger, 1979; Oskamp, 1977).

The questionnaire was composed of five sections (see Appendix A). The first section was designed to obtain demographic information about the recruits, to determine their activities prior to enlisting in the Army, and to determine

if they were members of the primary advertising audience. It consisted of multiple choice questions.

The second section, also multiple choice, keyed on individuals that had seen or heard Army advertising prior to enlisting. Section two determined where they heard or saw the advertisement, what they remembered most from the advertisement, and what action they took after hearing or seeing an advertisement.

The third section was designed to show the relative importance of various factors on the recruit's decision to join the Army. The recruit was asked to rank order 10 factors influencing his decision to enlist from most important to least important.

Section four employed 15 pairs of matched words in a seven-point semantic differential. The primary purpose of section four was to determine the corporate image of the Army from the new recruit's standpoint. It also reflected recruit attitude about the Army in general.

Section five contained four open-ended questions which allowed recruits to express their opinions in their own words. The first part of section five allowed the recruits the chance to explain why they joined the Army. The second part of section five employed copy testing techniques to reveal recruit emotions and feelings about three Army

advertisements. Only 150 recruits were used for this portion (100 men; 50 women) due to time restrictions.

By comparing the information obtained in the questionnaire to the stated objectives of the Army advertising program, generalizations may be drawn about effectiveness of the program.

#### Pretest

The questionnaire was pretested prior to being administered. Twenty-five recruits at an armed forces induction station were selected to complete the questionnaire using the same quota technique to be employed in administering the questionnaire.

The recruits were timed to determine an average completion time, and they were also asked to note any difficulties in understanding the directions on various parts of the questionnaire.

All of the questionnaires were completed in an average time of 10-15 minutes, but some problems were noted. Most of the recruits had never dealt with rank ordering procedures or semantic differential scales before and became confused.

This led to a further pretest of 25 more recruits using a modified personal interview survey technique. Each recruit was interviewed individually and data were recorded by the interviewer. This led to an average completion time of about

20 minutes per interview, and eliminated questions and confusion about the questionnaire. The modified personal interview technique was adopted for administering the questionnaire.

#### Administration of the Questionnaire

The questionnaire was administered to recruits at Fort Jackson and Fort Benning. Recruits were selected to participate upon meeting the criteria of age, branch and non-prior service. The recruits received no incentives, and were required to participate and complete the questionnaire.

Each recruit was seated with the interviewer and handed a copy of the questionnaire. The interviewer read the question to the recruit and recorded his or her answer. The interviewer also conducted the copy testing portion of the questionnaire (section five). Most of the interviews were completed in less than 20 minutes. The entire set of questionnaires, including travel time, took 13 days to administer (9-21 June 81).

#### Data Processing

Upon completion of the questionnaire, the data were coded and key punched for analysis by computer. Data were analyzed by an IBM computer at the Northeast Regional Data Center located on the University of Florida campus.

The Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975) was used to perform general frequency calculations and cross-tabulation of selected variables.

After general frequencies and distributional characteristics of individual variables were examined, relationships among several key variables were investigated. Cross-tabulation analysis was chosen to demonstrate relationships between variables.

The Chi Square statistic was used to show the likelihood that variables were statistically independent. A .05 significance level was established for the acceptance of statistically significant relationships. Blalock's correction coefficient for continuity was used in cases where expected cell sizes did not have a minimum factor of five. Although the sample was not drawn randomly, it is possible, with a .05 significance level, that patterns established probably did not occur by chance (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975).

#### Limitations

The study was limited to a quota sample of U.S. Army recruits for FY 81. The study was designed as post-test research. There was no ability to manipulate the variables

affecting recruits, so the study was designed to reflect recruit attitudes as they remembered them prior to enlistment.

The study was designed to gather data about Army mass media messages from Army recruits. The results obtained are applicable to the sample of recruits drawn from the recruit population at Fort Jackson and Fort Benning during 9-21 June 81.

Applicability of results was limited to the sample due to the limitations of quota sampling and the post hoc nature of the study.

Computation results will be presented and discussed in Chapter Three.



### CHAPTER THREE RESULTS

The results of this study can be divided into three basic sections: (1) the description of the sample; (2) the results of the research questions; and (3) Army related information.

#### Description of the Sample

Three hundred questionnaires (see Appendix A) were analyzed to obtain the information required by this study. A complete listing of responses to the questionnaire is presented in Appendix B. Recruit respondents ranged from 17 to 24 years of age (see Appendix B). This range of ages adequately covered the Army primary non-prior service target audience (17-21), and the pre-professional target audience (22-24). The mean age of recruits was 19.3 years of age. This was comparable to the Army wide FY 81 recruit mean of 18.9 years of age (Simon, 1981).

The majority of recruits responding to the questionnaire were male (67 percent), and most recruits were single (67 percent) (see Appendix B). The amount of single recruits was

comparable with the all-Army FY 81 total of 65 percent single recruits (Simon, 1981).

Sixty-one percent of the recruits possessed a high school or higher diploma (see Appendix B). This was below the FY 81 all-Army recruit average of 78 percent (Simon, 1981). Approximately 67 percent of the recruits enlisted in the non-combat branches of the Army (see Appendix B), which is comparable to the all-Army average of 70 percent (Simon, 1981).

Nearly 32 percent of the recruits in the sample were unemployed before enlisting in the Army, and approximately 40 percent of the recruits were in school immediately before enlisting (see Table 1). This would place almost 72 percent of the sample recruits in the primary Army audience of individuals who were still in school or who had not yet selected a job or career.

Approximately 23 percent of the recruits indicated they would have been unemployed if they had not joined the Army. Another 26 percent indicated they would have attempted to continue their schooling, and approximately 50 percent of the recruits indicated they would have been able to obtain employment if they did not enlist (see Table 2).

TABLE 1

DISTRIBUTION OF RESPONSES FOR THE QUESTION:  
EMPLOYMENT BEFORE ENLISTMENT?

EMPLOYMENT	NUMBER	PERCENTAGE
Employed full-time	41	13.7
Employed part-time	45	15.0
Unemployed	95	31.7
Unemployed student	68	22.6
Student, employed part-time	30	10.0
Student, employed full-time	20	6.7
Other	1	.3
TOTAL	300	100.0

TABLE 2

DISTRIBUTION OF RESPONSES FOR THE QUESTION:  
WHAT WOULD YOU BE DOING IF NOT IN ARMY?

ACTIVITY	NUMBER	PERCENTAGE
Go to school	23	7.7
Work full-time	112	37.3
Work part-time	37	12.3
Be unemployed	70	23.3
Go to school, work part-time	30	10.0
Go to school, work full-time	25	8.3
Other	3	1.0
TOTAL	300	100.0

The demographic description of the sample closely resembled the ideal Army advertising audience. The Army's target age group, 17 to 24 years of age, was represented, as well as individuals who had not made career or job choices prior to enlisting. The age spread and employment status of the sample fit the Army target audience, and the education level of the sample was only slightly below the all-Army average. The sample appeared to be a fairly descriptive representative of the all-Army FY 81 recruit population.

#### Results of the Research Questions

##### Question Number One

The first question raised in this study was, "Did Army advertising for FY 81 meet the objective of selling first term enlistments to the target audience?"

In terms of the sample, the 300 recruits who enlisted in the Army and who participated in this study "bought" first term enlistments. Looking at this question from the all-Army point of view, 138,007 individuals were recruited during FY 81. The FY 81 goal was 137,000 (Simon, 1981), so the goal was exceeded by 1007 recruits. Advocates of behavior (sales) as an indication of advertising effectiveness would probably give an affirmative answer to question number one.

The demographics of the sample provide an affirmative answer to whether or not the Army was successful in selling

first term enlistments to the target audience. The sample met the descriptive characteristics of what the Army felt was the target audience of recruiting advertising. Age, employment status, and sex of sample members paralleled Army requirements, and the education level of the sample was only slightly lower than the all-Army average.

#### Question Number Two

The second research question was, "Did recruits recall seeing or hearing Army advertisements--and, if so, where did they see or hear them?"

Approximately 58 percent of the sample remembered seeing or hearing an Army advertisement (see Appendix B). The percentage was low compared to the Army goal of blanketing the target audience, and previously conducted recruit surveys which showed a much higher recall rate of 80.8 percent (USDAARP, 1981, p. 131). Perhaps the lower average educational level of the sample or a difference in the number of media outlets available to the enlistees created the lower recall rate. There is no definite factor in this study that can explain the lower recall rate.

Television was the most frequently mentioned medium when recruits were asked where they heard or saw advertisements. Approximately 53 percent of the recruits recalled seeing an Army advertisement on television (see Table 3). This was

TABLE 3

DISTRIBUTION OF RESPONSES FOR THE QUESTION:  
WHAT MEDIUM WAS REMEMBERED MOST?

MEDIUM	NUMBER	PERCENTAGE
Television	92	52.6
Radio	21	12.0
Newspaper	13	7.4
Magazine	13	7.4
Billboard	28	16.0
Poster	8	4.5
Other	0	0
TOTAL	175	100.0

NOTE: Based on 175 affirmative responses in Appendix B

expected due to the fact that Army television advertising is geared to prime time viewing hours, major sporting events and programming that is supposed to appeal to the target audience age group of 17 to 24.

#### Question Number Three

The third research question asked was, "What were the major influences that lead individuals to enlist in the Army?"

Although salary was one of the least emphasized elements in FY 81 Army advertising programs, 25.3 percent rated it as the major influence on their decision to enlist (see Table 4). Security and education followed closely as important influences, while advertising was not considered an influence.

#### Question Number Four

The fourth research question was, "What were recruits' attitudes toward the Army?"

Most of the recruits had been in the Army less than one month, so their impressions were fresh. Some of the recruits viewed the Army as an entity unto itself. One recruit remarked, "It's me against the big 'Green Machine.'" Recruit responses were enthusiastic (see Appendix B). There were some differences of opinions between male and female recruits, but most responses were parallel (see Table 5).



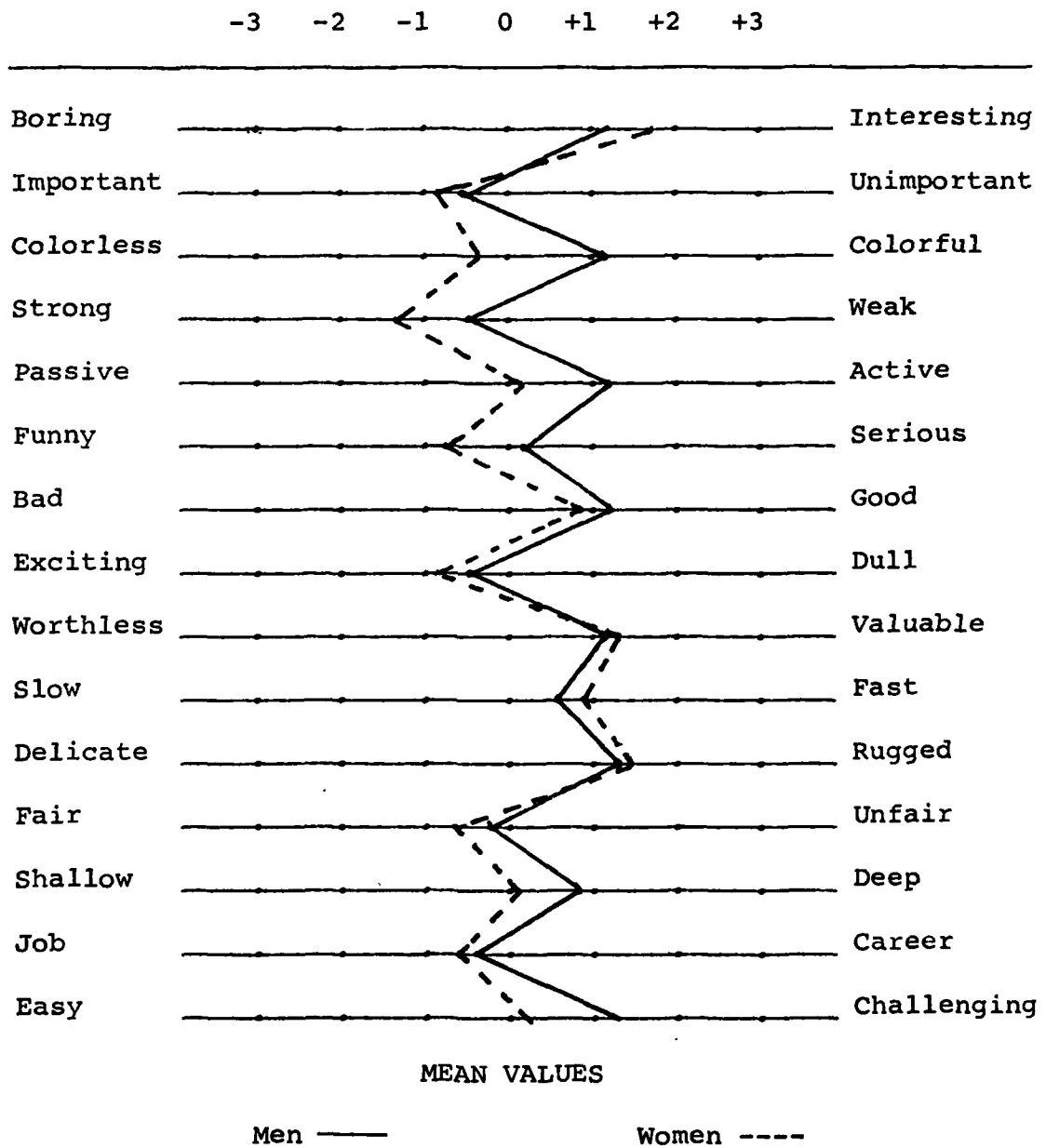
TABLE 4

DISTRIBUTION OF RESPONSES FOR THE QUESTION:  
RANK ORDER THE MOST IMPORTANT INFLUENCE ON  
YOUR DECISION TO JOIN THE ARMY

RANK	ITEM	NUMBER	PERCENTAGE
1	Salary	76	25.3
2	Security	48	16.0
3	Education	44	14.7
4	Experience	42	14.0
5	Benefits	37	12.33
6	Training	30	10.0
7	Travel	13	4.33
8	Adventure	7	2.33
9	Challenge	3	0.10
10	Advertising	0	0.0
TOTAL		300	100.0

TABLE 5

SEMANTIC DIFFERENTIAL RESPONSES BY SEX TO THE QUESTION:  
THE ARMY IS ...?



Most of the recruits, 67 percent, viewed their Army position as a job and not a career. It may be implied that their military service is just a stepping stone to something else or to a career somewhere else. This would appear to relate to the recruit belief that salary and security were immediate employment influences or needs while perhaps preparing for something else in the future.

#### Question Number Five

The last question asked was, "How did recruits feel about specific Army advertisements?"

A modified copy testing technique was utilized to expose the recruits to three different Army advertisements. After exposure to the advertisement, each recruit was asked what emotion he or she felt or experienced while viewing the advertisement. This varied slightly from normal copy testing technique as it dealt with emotions experienced rather than elements recalled from the advertisement.

The first advertisement (see Figure 1) was targeted at males to enhance Combat Arms recruiting and was designed to appear exciting and challenging (see Table 6). Based on the results of the copy test, it appears that most recruits reacted favorably to the advertisement, and viewed the activity depicted as exciting or fun. More males, 23 percent, wanted to try the activity portrayed in the advertisement than

FIGURE NUMBER ONE

Advertisement Number One  
(Male-Combat Arms Oriented)

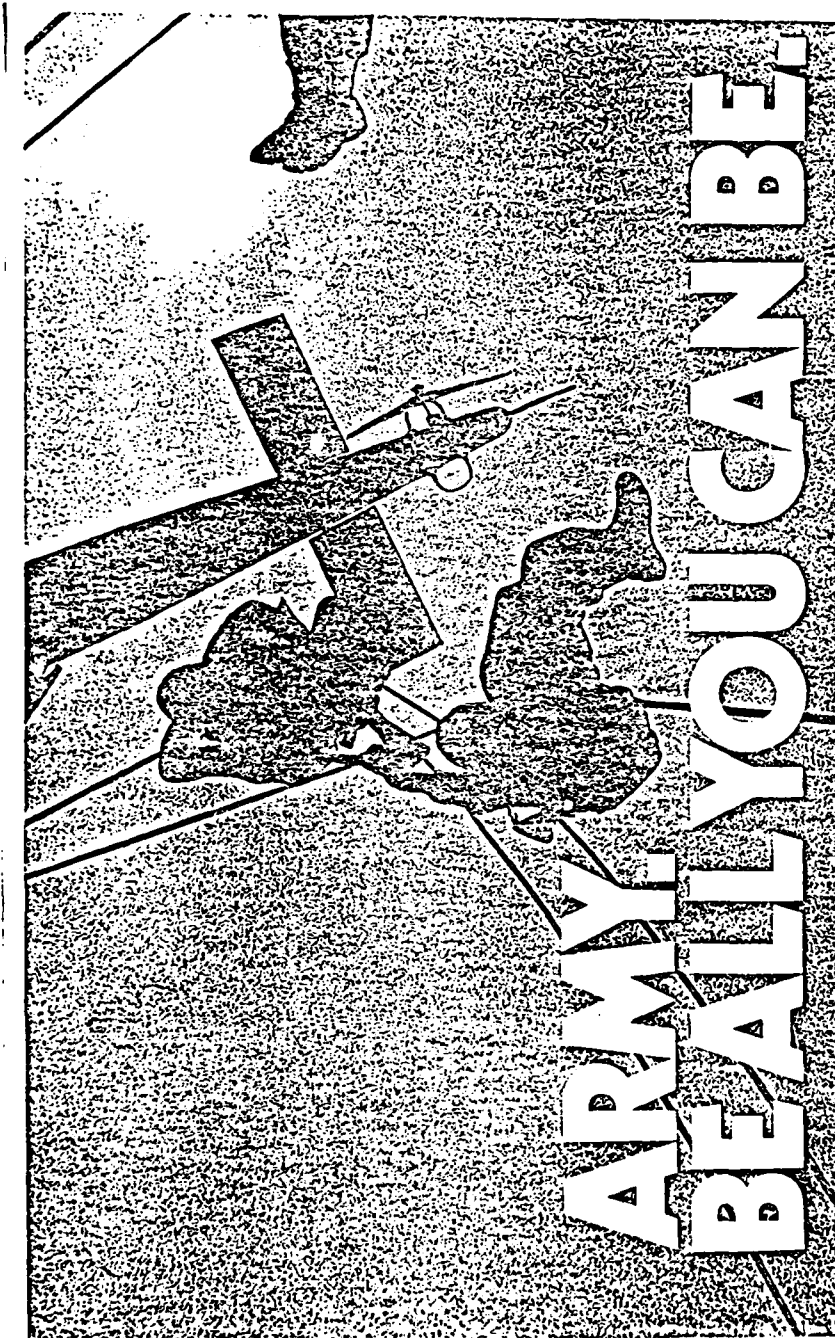


TABLE 6

DISPOSITION AND RANK ORDER OF THE OPEN-ENDED RESPONSES TO  
THE QUESTION: HOW DID YOU FEEL ABOUT ADVERTISEMENT #1?

RESPONSE	MALE	FEMALE	TOTAL	PERCENTAGE
Wanted to try it	23	9	32	21.3
Fear	18	9	27	18.1
Identified with ad	15	9	24	16.1
Excitement	21	2	23	15.4
Fun	10	2	12	8.0
Too macho; male oriented	2	10	12	8.0
Wouldn't try it	3	5	8	5.3
Ridiculous	3	3	6	4.0
Takes guts	5	1	6	4.0
TOTAL	100	50	150	100.0

NOTE: Based on a sample of 150 recruits

females, 18 percent. Twenty percent of the women found the advertisement to be too macho, while only 2 percent of the males shared that attitude.

The second advertisement (see Figure 2) was designed to present the message, "You can be all you want to be in the Army." Its primary target audience was males and females not interested in the Combat Arms Branch, but who were interested in other Army careers.

Approximately 40.7 percent of the recruits viewed the advertisement favorably, while 34 percent of the recruits found the advertisement to be dull, unrealistic or lacking in information (see Table 7).

The third advertisement (see Figure 3) was designed to be career-oriented. It was targeted at all potential recruits regardless of the branches of the Army. A majority of the recruits, 57.3 percent, viewed the advertisement favorably (see Table 8), and identified with the ideas presented in the message. A smaller group, 23 percent, expressed some skepticism about the message.

The recruit respondents appeared to be close to the descriptive all-Army recruit profile, and appeared to have definite ideas about the Army and their reasons for enlisting.



**ARMY.  
BE ALL YOU CAN BE.**

FIGURE NUMBER TWO

Advertisement Number Two  
(Career Oriented)



TABLE 7

DISPOSITION AND RANK ORDER OF THE OPEN-ENDED RESPONSES TO  
THE QUESTION: HOW DID YOU FEEL ABOUT ADVERTISEMENT #2?

RESPONSE	MALE	FEMALE	TOTAL	PERCENTAGE
Identified with ad	21	4	25	16.7
Nice idea	16	7	23	15.3
Dull; boring	15	4	19	12.7
People in ad not real	10	8	18	12.0
Funny	11	5	16	10.7
Too simple; lacks information	6	9	15	10.0
Misleading	7	7	14	9.3
That's me soon	10	3	13	8.7
Challenged; intimidated	4	3	7	4.7
TOTAL	100	50	150	100.0

NOTE: Based on a sample of 150 recruits

FIGURE NUMBER THREE

Advertisement Number Three  
(Career Oriented)

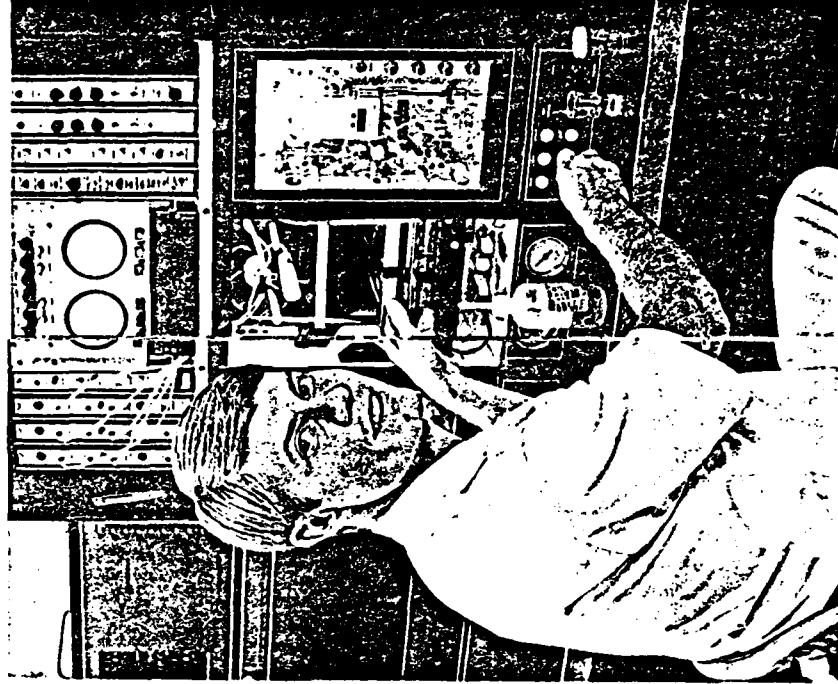
# LEARN A SKILL

The Army teaches hundreds of valuable skills. The instruction is top-notch, and the equipment is the best available.

Which skill you learn depends on several things: 1) Your ability to qualify. You'll be tested before you enlist. So you'll know what you qualify for. 2) Your choice.



If you enlist by way of the Delayed Entry Program, you can choose your training from a wide variety of skills, and get it guaranteed in writing. 3) Availability of skill training. If you want to join right now, your choice of training may be limited. But we still guarantee training in the skill you



select from those available.

Most skill training lasts from six to twelve weeks. Some may last longer, depending on

the specialty.

Most soldiers work in the specialties they're trained for. However, it's possible to get



the training you ask for and then, because of a pressing need, be temporarily assigned to another job. If it happens to you, look on the bright side — you'll have two skills instead of one.

And you can keep them both.



TABLE 8

DISPOSITION AND RANK ORDER OF THE OPEN-ENDED RESPONSES TO  
THE QUESTION: HOW DID YOU FEEL ABOUT ADVERTISEMENT #3?

RESPONSE	MALE	FEMALE	TOTAL	PERCENTAGE
Good deal if you can get it	28	17	45	30.0
Wanted to be in the picture	24	5	29	19.3
Hard to believe; skeptical	12	9	21	14.0
Dull	12	4	16	10.7
Funny; ridiculous	7	6	13	8.7
That is the reason I joined the Army	7	5	12	8.0
People in ad are not real	4	2	6	4.0
Can I really do that	4	1	5	3.3
Not for everyone; too nar- row in scope	2	1	3	2.0
TOTAL	100	50	150	100.0

NOTE: Based on a sample of 150 recruits

The responses obtained from the sections containing open-ended questions appeared to be frank, honest and realistic, and presented enough information for statistical evaluation and statements about the sample. Although the sample was not drawn randomly, the close resemblance of the sample profile to the all-Army recruit profile allows for certain descriptive statements to be made in the rest of this chapter.

#### Army Related Questions

Additional and related information was gathered by this study that did not deal directly with the five major research questions. In the context, that this was a military project, and funded by the Army, the additional information was gathered by specific request of the Army, for use by Army planners and researchers.

Of the 175 recruits who remembered seeing or hearing Army advertisements, 81 percent were 21 years of age or younger (see Table 9). This indicated that a large portion of the sample was within the primary non-prior service target audience, and that younger recruits remembered television advertisements more than from any other medium (see Table 10).

When recruits were asked why they joined the Army, the largest percentage, 21, stated that they joined for job and salary security. Cross-tabulation by sex revealed how the

TABLE 9

DISTRIBUTION OF RESPONSES BY AGE FOR THE QUESTION:  
HAVE YOU SEEN AN ARMY AD?

AGE	NUMBER	YES	NO	NOT SURE
17	19	10	4	5
18	112	63	35	14
19	60	41	16	3
20	32	12	20	0
21	32	16	16	0
22	24	16	7	1
23	9	8	1	0
24	12	4	2	1
TOTAL	300	175	101	24
PERCENTAGE	100	58.3	33.7	8.0

Chi Square = .001

TABLE 10

DISTRIBUTION OF RESPONSES BY AGE FOR THE QUESTION:  
WHERE DID YOU SEE OR HEAR AD?

AGE	NUMBER	TV	RADIO	PAPER	MAG.	BILL- BOARD	POSTER	PERCENTAGE
17	10	6	1	0	0	2	1	5.7
18	63	38	6	1	3	14	1	36.0
19	41	17	7	6	4	4	3	23.4
20	12	4	1	3	0	3	1	6.9
21	16	8	3	1	2	2	0	9.1
22	16	7	3	1	2	1	2	9.1
23	8	6	0	0	0	2	0	4.6
24	9	6	0	1	2	0	0	5.2
TOTAL	175	92	21	13	13	28	8	175
PER- CENTAGE	100	52.6	12.0	7.4	7.4	16.0	4.6	100

NOTE: Based on 175 affirmative responses in Appendix B

Chi Square = .008

statistic could be misleading (see Table 11). Of the 62 respondents, 52 were male and only 10 were female. Male recruits placed heavy emphasis on salary, while female recruits were more interested in opportunity and education.

The priorities established by single and married recruits were significantly different. Approximately 57 percent of the married recruits were influenced to enlist by salary and security. Only 35 percent of the single recruits rated salary and security as important (see Table 12).

The education level of recruits appeared to be a factor in response to Army advertising. Recruits with high school or higher diplomas, 67.2 percent, were more responsive to advertising than recruits without diplomas (see Table 13), and were more willing to seek further information about Army opportunities.

Age, sex, marital status and level of education were significant variables or influencers of recruit decisions to join the Army. Age, sex, marital status and education appeared to be the most influential variables in shaping attitudes of recruits.

For the past several years, restoration of the GI Bill for educational benefits has been the topic of controversy among recruiters. Most military recruiters feel that restoration of the GI Bill will aid in recruiting soldiers for



TABLE 11

DISPOSITION AND RANK ORDER OF THE OPEN-ENDED RESPONSES  
TO THE QUESTION: MAJOR REASON JOINED ARMY?

RESPONSE	MALE	FEMALE	TOTAL	PERCENTAGE
Needed a job; security	52	10	62	20.6
Wanted specialized; technical training	33	12	45	15.0
Wanted military benefits	34	1	35	11.7
Wanted to travel; excitement; adventure	15	14	29	9.7
Patriotic reasons	13	11	24	8.0
Wanted education benefits	11	10	21	7.0
Wanted to get away from home- town; wanted new start	12	9	21	7.0
Wanted to become independent; self-supporting	9	9	18	6.0
Wanted to gain experience; build resume	9	7	16	5.3
Wanted career; career oppor- tunity	6	9	15	5.0
Wanted a challenge	6	8	14	4.7
TOTAL	200	100	300	100.0

TABLE 12

DISTRIBUTION OF RESPONSES BY MARITAL STATUS FOR THE QUESTION:  
INFLUENCES ON ENLISTING?

INFLUENCE	MARRIED	PERCENTAGE	SINGLE	PERCENTAGE
Salary	30	30.3	49	24.4
Security	26	26.3	22	11.0
Education	12	12.1	29	14.4
Experience	9	9.0	33	16.4
Benefits	10	10.0	27	13.4
Training	10	10.0	20	10.0
Travel	1	1.0	10	5.0
Adventure	1	1.0	6	2.0
Challenge	0	0	3	1.4
Advertising	0	0	2	1.0
TOTAL	99	100.0	201	100.0

Chi Square = .01

TABLE 13

DISTRIBUTION OF RESPONSES BY EDUCATION LEVEL FOR THE QUESTION:  
WHEN DID YOU SEEK INFORMATION?

LEVEL OF EDUCATION	NUMBER	BEFORE SEEING AD	AFTER SEEING AD	DID NOT SEEK INFORMATION AFTER SEEING AD
Did not attend high school	20	3	5	12
Attended high school	44	10	15	19
High school graduate or equivalent	62	15	16	31
Attended college	21	6	9	6
Jr. college graduate	7	2	2	3
College graduate	12	0	10	2
Trade school graduate	6	1	1	4
Advanced college degree	3	0	3	0
TOTAL	175	37	61	77

NOTE: Based on 175 affirmative responses in Table 11 .

Chi Square = .02

the all volunteer force. Members of the research sample were asked for their opinion, and 60.3 percent felt the GI Bill would improve recruiting (see Table 14).

Comments about the sample, conclusions about the Army advertising program and recommendations will be presented in Chapter Four.

TABLE 14

DISTRIBUTION OF RESPONSES FOR THE QUESTION: DO YOU  
THINK RESTORATION OF THE GI BILL WOULD IMPROVE RECRUITING?

ANSWER	NUMBER	PERCENTAGE
Yes	181	60.3
No	58	19.3
Not sure	61	20.3
TOTAL	300	100.0

## CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The purpose of this study was to evaluate the United States Army advertising program for FY 81. The evaluation was conducted by testing the stated objectives of the program. The conclusions drawn in this study were based on the results obtained from the research sample as compared to the Army's stated advertising objectives.

Each objective will be reviewed and conclusions, based on the research sample, will be offered in this chapter.

#### Objective Number One: Sell first term enlistments

The first objective was a behavior (sales) goal and may be judged by the percentage of recruits enlisted against the stated numerical goal of the Army.

Based on the sample, the Army successfully met this first objective. The 300 recruits involved in the study closely resembled the ideal audience members that the Army was trying to reach with its advertising, and those recruits "bought" first term enlistments.

The sample was made up of individuals 17 to 24 years old, who had never previously enlisted, who had not decided

on jobs or careers and who were fairly well educated. These characteristics were essential to the Army program and were possessed by a majority of the enlistees.

Since the Army met its total FY 81 recruiting goal (101%), objective number one seems to have been successfully met from a behavior (sales) standpoint. The Army, for the first time, obtained the desired number of recruits for a fiscal year. Whether or not the enlistees are retained in the Army at an appropriate percentage is another question that can only be answered by further research. Whether or not the Army met the rest of its advertising objectives may have some influence on how long current enlistees remain in the service.

Objective Number Two: Show prospects that their wants and needs can be satisfied by the Army

Conclusions about objective number two were drawn from the copy testing portion of this study. The Army clearly defined its target audience by age, education levels and job/career status, and has designed advertisements to zero in on certain segments of that target audience.

The first advertisement used (see Figure #1) was designed to target on young single males who wanted the adventure of combat arms training. Based on the sample, the advertisement seemed to be successful. Most of the males in

the sample found the advertisement exciting or something they wanted to try. Most females found the advertisement too male oriented and not something they would be interested in trying.

Based on those results, the advertisement seemed to be a success, but those results are deceptive. Most of the recruits surveyed placed salary and security at the top of their list of important factors in selecting the Army as a job/career. Salary is one of the least emphasized items in Army advertising, and security is usually only implied in the advertisements. It may be concluded that recruits are highly concerned about job security and salary, but are obtaining that information from some source other than Army advertisements.

It may be that the advertisements are emphasizing other important wants and needs, education, benefits, travel, etc., to a level high enough for potential recruits to become interested in the Army. Upon becoming interested, the potential recruits then obtain the more practical information from recruiters, publications or other service personnel. It may also be true that the implied factors of advertisements, goal salary, meals, lodging, etc., may be strong enough to entice potential recruits to enlist.



Objective Number Three: Create motivation to seek more information about the Army

Objective number three is closely related to objective number two. If Army advertisements did interest a potential recruit, but did not provide enough information/motivation to enlist, then the potential recruit would seek out more information on his own.

Based on the research sample, some activity of this nature definitely existed. Of the recruits who saw or heard an Army advertisement before enlisting, 35 percent of them sought further information about the Army after seeing or hearing the advertisement. The advertisements provided definite motivation for them and met objective number three.

Of the remaining recruits, 21 percent of them had already sought information about the Army before seeing or hearing an advertisement.

The other 44 percent present a different profile. These recruits claimed to have seen or heard an advertisement before enlisting, but did not seek further information. Yet, they all enlisted. The advertisements they viewed may have provided a direct stimulus-response action (objective number one) or other variables may have lead to their eventual enlistment.

In conclusion, some Army advertisements provided the motivation for potential enlistees to seek further information about the Army, while others prompted direct action (enlistment) by other recruits. It would aid the Army program to be able to identify these advertisements and to profile the recruits who responded to them. This could lead to better audience targeting and potentially obtain better results.

Objective Number Four: Obtain the understanding and support of the public (to include recruits) and the active assistance of influencers

This objective was hard to measure, but certain conclusions may be drawn. The results of the Semantic Differential portion of the study showed that recruits had a favorable view of the Army.

Most of the recruits sampled found the Army to be valuable, important and fair. Although most of the recruits viewed their military positions as jobs and not careers, the overall corporate image of the Army seemed favorable.

It may be concluded that the Army received help from influencers in enlisting some members of the sample. That 44 percent of the recruits who saw or heard an advertisement but did not seek further information, may have obtained the motivation to enlist from an influencer. They may have discussed the Army with parents, teachers, friends or other service

personnel, and made the decision to enlist. The influencers may have viewed Army advertising and reacted favorably to the messages presented. In discussing the Army with potential enlistees, the favorable reactions may have been transferred to the potential recruit.

Although the above is speculation to some extent, it may have occurred in some cases. The degree of recruiting assistance provided by key influencers is an area that should be explored in further research. Successful utilization of influencers could aid the overall recruiting effort.

Based on the results of this study, it may be concluded that the Army advertising programming for FY 81 was successful. In the sample studied, the proper audience was targeted and recruited. Somewhere in the recruitment process, prospects received satisfaction that their wants and needs would be fulfilled by enlisting in the Army.

A large portion of the sample was motivated enough by Army advertisements to seek further information about the Army, and an even larger portion was directly motivated to enlist. The Army appeared to have a good corporate image among new recruits, and other members of the mass media audience who viewed Army advertisements may have acted as influencers on potential enlistees.

Recommendations

Based on past research conducted by the military, there is room for improvement in evaluating Army advertising programs. Testing for only one element, such as awareness, does not provide enough data for advertising planners to prepare for future needs.

Research should be geared to looking ahead to the future, and results should be applicable to future programs. Research should be organized at some central location and management level. A special section located at USAREC would be ideal. At that location, recruiting statistics, advertising programming information, budget reports and manpower availability status would be instantly available. Access to the excellent USAREC computer system would also aid research.

At the research center, objectives could be formed and operationalized for each advertising program. Overall research strategy could be planned, and specific research tactics established.

Monitoring systems could be established at the recruiter and induction point level. Large, random samples could be utilized to gather information. Such information could be reported electronically, through available systems, to insure timely and fresh data.

It is necessary to take a creative approach to research. A plan, perhaps based on one of the DAGMAR concepts, operationalized to evaluate specific objectives can produce varied, yet comprehensive, results. Plans should be designed or adapted for specific roles to gain specific results.

The future status of the volunteer Army rests in the hands of the recruiters. Unless there is a national conflict, conscription cannot be relied upon to fill the ranks of the Army.

The recruiter must use the available tools to insure a steady influx of personnel. Mass media advertising is the key tool available for reaching large audiences in a timely manner. Knowing how to use that tool is the result of comprehensive research.

APPENDIX A  
RECRUIT SURVEY

SECTION I

INDICATE THE BEST ANSWER FOR EACH OF THE FOLLOWING QUESTIONS  
BY CIRCLING THE APPROPRIATE ANSWER OR FILLING IN THE APPRO-  
PRIATE BLANK

1. What is your age?

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. 17 | 3. 19 | 5. 21 | 7. 23 |
| 2. 18 | 4. 20 | 6. 22 | 8. 24 |

2. Are you: 1. male or 2. female?

3. Are you: 1. single or 2. married?

4. What is your highest level of education?

1. Did not attend high school
2. Attended high school
3. High school graduate or equivalent
4. Attended college
5. Jr. College graduate
6. College graduate
7. Trade school graduate
8. Advanced college degree

5. For what branch of the Army did you enlist?

1. Combat arms    2. Combat support    3. Combat Service support

6. Before you enlisted were you:

- |                       |                                |
|-----------------------|--------------------------------|
| 1. Employed full-time | 5. Student, employed part-time |
| 2. Employed part-time | 6. Student, employed full-time |
| 3. Unemployed         |                                |
| 4. Unemployed student |                                |

7. If you did not join the Army, would you:

- |                   |                                 |
|-------------------|---------------------------------|
| 1. Go to school   | 5. Go to school, work part-time |
| 2. Work full-time | 6. Go to school, work full-time |
| 3. Work part-time | 7. Other                        |
| 4. Be unemployed  |                                 |

## SECTION II

8. Do you think if GI Bill benefits are restored more people would join the Army?

1. Yes                      2. No                      3. Not sure

9. Have you seen, read or heard Army recruiting advertising in the last six months?

1. Yes                      2. No                      3. Not sure

IF YOU ANSWERED "YES" GO ON TO THE NEXT QUESTION. IF YOU ANSWERED "NO" SKIP TO QUESTION #13.

10. Where did you see or hear an Army recruiting advertisement? (Circle The One You Remember Most)

- |               |              |                 |
|---------------|--------------|-----------------|
| 1. Television | 4. Magazine  | 7. Other: _____ |
| 2. Radio      | 5. Billboard |                 |
| 3. Newspaper  | 6. Poster    |                 |

11. Did you seek further information about the Army:

1. After reading, seeing or hearing an advertisement?  
 2. Before hearing or seeing an advertisement?  
 3. Saw or heard an ad, but did not seek information

12. What do you remember most about the ad(s)?

- |               |                |              |
|---------------|----------------|--------------|
| 1. Pay        | 4. Opportunity | 7. Benefits  |
| 2. Adventure  | 5. Travel      | 8. Education |
| 3. Excitement | 6. Training    | 9. Challenge |

## SECTION III

RATE THE FOLLOWING ITEMS IN THE ORDER WHICH BEST INDICATES HOW IMPORTANT AN INFLUENCE THAT ITEM WAS TO YOU WHEN YOU DECIDED TO JOIN THE ARMY.

(#1 would be most important, #10 least important)

13. Salary \_\_\_\_\_

14. Training \_\_\_\_\_
15. Security \_\_\_\_\_
16. Advertising \_\_\_\_\_
17. Travel \_\_\_\_\_
18. Experience \_\_\_\_\_
19. Education \_\_\_\_\_
20. Adventure \_\_\_\_\_
21. Challenge \_\_\_\_\_
22. Benefits \_\_\_\_\_

## SECTION IV

INDICATE HOW YOU FEEL ABOUT THE ARMY BY MARKING THE SPACE  
CLOSEST TO THE WORD THAT BEST EXPRESSES YOUR FEELING.

THE ARMY IS.....

- [illegible]



14. Training \_\_\_\_\_
15. Security \_\_\_\_\_
16. Advertising \_\_\_\_\_
17. Travel \_\_\_\_\_
18. Experience \_\_\_\_\_
19. Education \_\_\_\_\_
20. Adventure \_\_\_\_\_
21. Challenge \_\_\_\_\_
22. Benefits \_\_\_\_\_

## SECTION IV

INDICATE HOW YOU FEEL ABOUT THE ARMY BY MARKING THE SPACE CLOSEST TO THE WORD THAT BEST EXPRESSES YOUR FEELING.

THE ARMY IS.....

- [illegible]

	-3	-2	-1	0	+1	+2	+3	
34. fair	_____	_____	_____	_____	_____	_____	_____	unfair
35. shallow	_____	_____	_____	_____	_____	_____	_____	deep
36. job	_____	_____	_____	_____	_____	_____	_____	career
37. easy	_____	_____	_____	_____	_____	_____	_____	challenging

SECTION V

38. What is the major reason why you joined the Army?

1. Needed a job; salary security
2. Wanted education benefits
3. Wanted specialized technical training
4. Wanted to get away from hometown routine; make new start
5. Wanted to travel; excitement; adventure; meet new people
6. Wanted military benefits
7. Wanted to gain work experience; resume builder
8. Wanted a career; career opportunity
9. Wanted to become independent; self-supporting
10. Wanted a challenge; did not want dull job
11. Joined for patriotic reasons

39. What was the first emotion you felt when you saw advertisement #1?

- |                       |                             |
|-----------------------|-----------------------------|
| 1. Excitement         | 6. Wouldn't try it          |
| 2. Fear               | 7. Ridiculous               |
| 3. Identified with it | 8. Takes guts               |
| 4. Wanted to try it   | 9. Too macho; male oriented |
| 5. Fun                |                             |

40. What was the first emotion you felt when you saw advertisement #2?

- |                       |                                  |
|-----------------------|----------------------------------|
| 1. Identified with it | 6. Too simple; lacks information |
| 2. Dull; boring       | 7. Misleading                    |
| 3. Nice idea          | 8. People not real               |
| 4. Funny              | 9. Challenged; intimidated       |
| 5. That's me soon     |                                  |

41. What was the first emotion you felt when you saw advertisement #3?

1. Wanted to be in picture
2. That's the reason I joined
3. Hard to believe; skeptical
4. Characters; people in ad not real
5. Can I do that?
6. Not for everyone; too narrow in scope
7. Funny; ridiculous
8. Dull
9. Good deal if you can get it

APPENDIX B  
SURVEY RESULTS

SECTION I

INDICATE THE BEST ANSWER FOR EACH OF THE FOLLOWING QUESTIONS  
BY CIRCLING THE APPROPRIATE ANSWER OR FILLING IN THE APPRO-  
PRIATE BLANK

1. What is your age?

- |                   |                  |               |
|-------------------|------------------|---------------|
| 1. 17 6.3% (19)   | 4. 20 10.7% (32) | 7. 23 3% (9)  |
| 2. 18 37.3% (112) | 5. 21 10.7% (32) | 8. 24 4% (12) |
| 3. 19 20% (60)    | 6. 22 8% (24)    |               |

2. Are you: 1. male 67% (200) or 2. female? 33% (100)

3. Are you: 1. single 67% (201) or 2. married? 33% (99)

4. What is your highest level of education?

1. Did not attend high school 12% (36)
2. Attended high school 26.7% (80)
3. High school graduate or equivalent 33.3% (100)
4. Attended college 11% (33)
5. Jr. College graduate 6.7% (20)
6. College graduate 5% (15)
7. Trade school graduate 4.3% (13)
8. Advanced college degree 1% (3)

NOTE: Rounded percentages appear first; actual number of  
respondents appears in parentheses ( ).

## 5. For what branch of the Army did you enlist?

- |                   |             |                           |
|-------------------|-------------|---------------------------|
| 1. Combat arms    | 33.3% (100) | 3. Combat Service support |
|                   |             | 38% (114)                 |
| 2. Combat support | 28.7% (86)  |                           |

## 6. Before you enlisted were you:

1. Employed full-time 13.7% (41)
2. Employed part-time 15% (45)
3. Unemployed 31.7% (95)
4. Unemployed student 22.6% (68)
5. Student, employed part-time 10% (30)
6. Student, employed full-time 6.7% (20)
7. Other .3% (1)

## 7. If you did not join the Army, would you:

1. Go to school 7.7% (23)
2. Work full-time 37.3% (112)
3. Work part-time 12.3% (37)
4. Be unemployed 23.3% (70)
5. Go to school, work part-time 10% (30)
6. Go to school, work full-time 8.3% (25)
7. Other 1% (3)

SECTION II

## 8. Do you think if GI Bill benefits are restored more people would join the Army?

- |        |             |             |            |
|--------|-------------|-------------|------------|
| 1. Yes | 60.3% (181) | 3. Not sure | 20.3% (61) |
| 2. No  | 19.3% (58)  |             |            |

9. Have you seen, read or heard Army recruiting advertising in the last six months?

- |                    |                     |
|--------------------|---------------------|
| 1. Yes 58.3% (175) | 3. Not sure 8% (24) |
| 2. No 33.7% (101)  |                     |

IF YOU ANSWERED "YES" GO ON TO THE NEXT QUESTION. IF YOU ANSWERED "NO" SKIP TO QUESTION #13.

10. Where did you see or hear an Army recruiting advertisement? (Circle The One You Remember Most)

- |                        |                       |
|------------------------|-----------------------|
| 1. Television 53% (92) | 5. Billboard 16% (28) |
| 2. Radio 12% (21)      | 6. Poster 4.5% (8)    |
| 3. Newspaper 7.4% (13) | 7. Other 0 (0)        |
| 4. Magazine 7.4% (13)  |                       |

11. Did you seek further information about the Army:

- |   |
|---|
| 1. After reading, seeing or hearing an advertisement?<br>35% (61) |
| 2. Before hearing or seeing an advertisement?<br>21% (37)         |
| 3. Saw or heard an ad, but did not seek information<br>44% (75)   |

12. What do you remember most about the ad(s)?

- |                           |                        |
|---------------------------|------------------------|
| 1. Pay 10.3% (18)         | 6. Training 20.5% (36) |
| 2. Adventure 3% (6)       | 7. Benefits 18.3% (32) |
| 3. Excitement 2% (4)      | 8. Education 9% (15)   |
| 4. Opportunity 22.2% (39) | 9. Challenge 7.4% (13) |
| 5. Travel 7% (12)         |                        |

SECTION III

RATE THE FOLLOWING ITEMS IN THE ORDER WHICH BEST INDICATES HOW IMPORTANT AN INFLUENCE THAT ITEM WAS TO YOU WHEN YOU DECIDED TO JOIN THE ARMY.

(#1 would be most important, #10 least important)

	1	2	3	4	5	6	7	8	9	10
13. Salary	76	60	55	41	24	30	5	4	4	1
14. Training	30	53	52	42	36	38	27	12	6	4
15. Security	48	31	42	31	31	36	39	23	14	5
16. Advertising	0	2	6	1	6	12	32	57	73	111*
17. Travel	13	14	12	18	14	21	70	61	40	37
18. Experience	42	34	25	34	31	32	20	34	28	20
19. Education	44	26	28	29	41	33	23	27	24	25
20. Adventure	7	23	15	18	28	28	44	48	54	35
21. Challenge	3	20	16	36	45	29	28	26	45	52
22. Benefits	37	39	48	50	45	41	12	11	9	8

SECTION IV

INDICATE HOW YOU FEEL ABOUT THE ARMY BY MARKING THE SPACE CLOSEST TO THE WORD THAT BEST EXPRESSES YOUR FEELING.

THE ARMY IS.....

	-3	-2	-1	0	+1	+2	+3	
23. boring	3	7	23	4	162	56	45	interesting
24. important	14	48	156	13	48	15	6	unimportant
25. colorless	15	38	68	23	104	34	18	colorful
26. strong	49	71	81	8	66	16	9	weak
27. passive	9	15	56	15	116	52	37	active

	-3	-2	-1	0	+1	+2	+3	
28. funny	25	55	76	17	62	42	23	serious
29. bad	4	15	40	16	104	77	44	good
30. exciting	13	71	123	15	51	21	6	dull
31. worthless	1	11	40	21	126	70	31	valuable
32. slow	18	23	52	19	67	76	45	fast
33. delicate	2	9	39	20	63	88	79	rugged
34. fair	2	48	144	13	56	22	15	unfair
35. shallow	12	20	64	29	61	80	34	deep
36. job	37	62	101	12	43	31	14	career
37. easy	6	22	44	13	108	69	38	challenging

<u>MATCHED PAIRS</u>	<u>MEAN</u>	<u>MEDIAN</u>	<u>VARIANCE</u>
23. boring/interesting	1.226	1.210	1.437
24. important/unimportant	-.69	-.978	1.746
25. colorless/colorful	.134	.668	2.725
26. strong/weak	-.839	-1.179	2.788
27. passive/active	.765	1.039	2.420
28. funny/serious	-.163	-.691	3.371
29. bad/good	1.085	1.298	2.155
30. exciting/dull	-.677	-1.024	2.050
31. worthless/valuable	1.054	1.194	1.684
32. slow/fast	.719	1.209	3.346
33. delicate/rugged	1.475	1.807	2.186
34. fair/unfair	-.352	-.851	2.089



<u>MATCHED PAIRS</u>	<u>MEAN</u>	<u>MEDIAN</u>	<u>VARIANCE</u>
35. shallow/deep	.675	1.148	3.020
36. job/career	-.656	-1.054	2.965
37. easy/challenging	.885	1.162	2.403

SECTION V

38. What is the major reason why you joined the Army?

1. Needed a job; salary security 20.3% (61)
2. Wanted education benefits 7% (21)
3. Wanted specialized technical training 15% (45)
4. Wanted to get away from hometown routine; make new start 7% (21)
5. Wanted to travel; excitement; adventure; meet new people 9.7% (29)
6. Wanted military benefits 11.7% (35)
7. Wanted to gain work experience; resume builder 5.3% (16)
8. Wanted a career; career opportunity 5% (15)
9. Wanted to become independent; self-supporting 6% (18)
10. Wanted a challenge; did not want a dull job 4.7% (14)
11. Joined for patriotic reasons 8% (24)

39. What was the first emotion you felt when you saw advertisement #1?

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. Excitement 15.4% (23)         | 6. Wouldn't try it 5.3% (8)         |
| 2. Fear 18.1% (27)               | 7. Ridiculous 4% (6)                |
| 3. Identified with it 16.1% (24) | 8. Takes guts 4% (6)                |
| 4. Wanted to try it 20.8% (31)   | 9. Too macho; male oriented 8% (12) |
| 5. Fun 8% (12)                   |                                     |

40. What was the first emotion you felt when you saw advertisement #2?

1. Identified with it 16.1% (24)
2. Dull; boring 12.75% (19)
3. Nice idea 15.43% (23)
4. Funny 10.73% (16)
5. That's me soon 8.72% (13)
6. Too simple; lacks information 1% (15)
7. Misleading 9.3% (14)
8. People not real 12% (18)
9. Challenged; intimidated 4.7% (7)

41. What was the first emotion you felt when you saw advertisement #3?

1. Wanted to be in the picture 19.46% (29)
2. That's the reason I joined 8% (12)
3. Hard to believe; skeptical 14% (21)
4. Characters; people in ad not real 4% (6)
5. Can I do that? 3.3% (5)
6. Not for everyone; too narrow in scope 2% (5)
7. Funny; ridiculous 9% (13)
8. Dull 11% (16)
9. Good deal if you can get it 30% (44)

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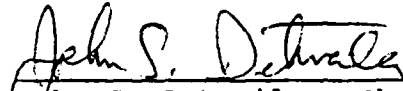
#### BIOGRAPHICAL SKETCH

Captain Robert N. Mirelson is a native of Florida. Upon completion of his undergraduate degree at Florida Southern College, Lakeland, Fla., he entered the United States Army in August, 1971.


He served as both an Armor and Public Affairs Officer in Europe and Asia. He has also served as the U.S. Army Media Officer for New England and New York.

After completing his Master of Arts in Journalism and Communications at the University of Florida, he will be assigned as Public Affairs Officer, 9th Infantry Division, Fort Lewis, Washington.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for a degree of Master of Arts in Journalism and Communications.


  
John S. Detweiler, Chairman  
Professor of Journalism and  
Communications

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for a degree of Master of Arts in Journalism and Communications.

  
John C. Sutherland  
Assistant Professor Journalism  
and Communications

This thesis was submitted to the Graduate Faculty of the College of Journalism and Communications and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Master of Arts in Journalism and Communications.

May 1982

  
Dean, College of Journalism  
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